

# Mulgrave Primary School 2172

## Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: ..... Charles Spicer 5.12.17	.....[name].....[date]	.....[name].....[date]
School council: ..... Ed Meszaros 5.12.17	.....[name].....[date]	.....[name].....[date]
Delegate of the Secretary: ..... Allen McAuliffe 6.12.17	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p><b>“To nurture a collaborative, engaging and resilient environment that enhances knowledge and supports social, emotional and academic growth; maximising our potential to become effective members of our learning community.”</b></p>	<p><b>MOTIVATED</b> - Approach all tasks with a positive, enthusiastic attitude and a belief that you can be a great learner.</p> <p><b>PERSISTENT</b> - Never give up, even when things are challenging.</p> <p><b>SUCCESSFUL</b> - At MPS, we are proud of our school, we work hard, are honest, tolerant, persistent and motivated.</p>	<p>Mulgrave Primary School is located in the south-eastern suburbs of metropolitan Melbourne, approximately 24 kilometres from the Melbourne Central Business District.</p> <p>The grounds comprise of areas for active and passive play and sporting facilities include gymnasium and a running track which surrounds the school and is shaped as the Australian mainland.</p> <p>Enrolments are currently growing and sit at just over 350 students in 2017, with the school anticipating to reach the 400 mark in 2019. With this growth has come pressure on learning spaces and the school will actively lobby for new spaces in the coming years.</p> <p>The challenge is to build a collaborative and engaging learning community and capitalise on the value the local community places on education.</p>	<p>MPS is seeking to improve the percentage of students achieving high relative growth to capitalise on the strong platform for learning that our community provides.</p> <p><b>Theory of action/Rationale 1</b></p> <p>When student achievement data is generated, analysed and used to inform the design of targeted learning opportunities, student learning growth will be maximised.</p> <p><b>Theory of action/Rationale 2</b></p> <p>If families are engaged in the development and learning of their children, learning is maximised.</p> <p><b>Focus</b></p> <p>Collaborative practices, student agency, building teacher capacity and High Impact Teaching Strategies will be the core work of the SSP.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p><b>Build practice excellence to maximise student learning growth.</b></p>	<p><b>Excellence in Teaching and Learning</b></p> <p>Building Practice Excellence</p> <p>Curriculum Planning and Assessment</p>	<p><b>Build staff capacity to utilise student data to inform learning opportunities at students’ point of need.</b></p>	<p>Increase high relative growth and decrease low relative growth in NAPLAN, across all bands.</p> <p>Increase % of Year 5 students in the top two NAPLAN bands in:</p> <ul style="list-style-type: none"> <li>Writing - 26% in 2016; Reading – 32% in 2016; Numeracy – 26% in 2016</li> </ul> <p>Increase the percentage of students achieving high relative growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>Writing – 14% in 2016; Reading – 26% in 2016; Numeracy – 17% in 2016</li> </ul> <p>Consistently achieve one year of growth for all students as reflected in the teacher judgment data.</p> <ul style="list-style-type: none"> <li>Writing; Reading; Numeracy</li> </ul> <p>Achieve expected levels of growth or more in school-administered standardized testing (e.g. ODT, PATM &amp; PATR)</p> <ul style="list-style-type: none"> <li>Reading; Numeracy</li> </ul>
		<p><b>Develop and implement a whole school Professional Learning Framework which is focused on maximising student learning growth.</b></p>	<p><b>Collaborative whole school approach to planning: develop template, utilise single tool (OneNote)</b></p> <p>Common Planning Documents and expectations tied to scope and sequence (reviewed annually)</p> <p>Professional Learning on using OneNote as a Collaborative Tool</p> <p>Create a OneNote Team</p> <ul style="list-style-type: none"> <li>Whole Staff Using OneNote to Collaboratively Plan</li> </ul>
		<p><b>Develop and document a guaranteed and viable whole school curriculum.</b></p>	<p>A completed review of the MPS curriculum and theory of action.</p>
		<p><b>Enhance the improvement culture</b></p>	<p>Improve student opinion about motivation and their active role in learning.</p>

		<b>through collaborative teaching and learning.</b>	<ul style="list-style-type: none"> <li>Stimulating Learning 4.3 (2017 Percentile)</li> <li>Differentiated Learning Challenge 4.9</li> <li>Effective teaching Time 5.0</li> <li>Motivation and Interest: 2017 – 10.0</li> </ul> <p>Improve staff opinion measures in:</p> <ul style="list-style-type: none"> <li>Collective efficacy (79.4% 2016)</li> <li>Teacher Collaboration (55.7%)</li> <li>Guaranteed and viable curriculum (66.1)</li> <li>Academic focus (67.9)</li> </ul> <p>Increase parent opinion about the Learning focus.</p> <ul style="list-style-type: none"> <li>Stimulating Learning Focus (79% Positive 2017)</li> <li>Student Motivation and Support (72%)</li> </ul>
<b>Enhance the learning climate to support all students to maximise their learning potential.</b>	<b>Positive Climate for Learning</b>  Empowering students and building school pride	<b>Empower students through active student voice, leadership and agency.</b>	Increase student, staff and parent opinion about connectedness, stimulating learning and student behaviour. Student: Stimulated learning: 2017 – 4.3 Staff: Academic Emphasis: 2017 - 58.3% Parent: Stimulating Learning Focus: 2017 - 79% Student: Effective Classroom behavior 2017 – 13.2 Staff: Academic Emphasis > 58.3%
		<b>Build school pride and connectedness by developing active partnerships that promote and celebrate school culture and achievement.</b>	Achieve an average of 12 months of learning growth or more for all students, evident in standardised testing measures and teacher judgement data.
		<b>Create meaningful partnerships with students, parents and carers to maximise student learning.</b>	Students: Teacher Concern 8.0 Percentile Student Voice and Agency 5.7  Parents – Positive Transitions: Student prepared for the next phase of schooling 66% Parent participation and involvement - This school has a strong relationship with the local community 55% Positive 2017